

11:709:352:01 Nutrition and Behavior

Spring 2020

Index # 09823

Tuesdays 12:35–3:35 PM

138A Foran Hall

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Office Hours: By arrangement

Nutrition and behavior relate to each other in a circuitous manner. To be sure, there is compelling evidence that nutritional status or even the intake of specific nutrients can influence behavior. Conversely, behavior can affect nutritional status through our seeking or avoiding certain foods. Moreover, numerous contextual factors influence when, what, and how much we eat.

Learning objectives

The primary goal of this course is to familiarize you with the diverse literature on nutrition and behavior and the methodologies used in such research. Upon completion of this course, students will be able to list and explain:

- a. the major questions being explored in nutrition and behavior research;
- b. areas of controversy in nutrition and behavior research; and
- c. relevant theories that explain nutrition and behavior relationships.

In addition, students will have:

- d. assessed their own eating style through standardized instruments; and
- e. critically analyzed an empirical study and prepared an evidence-based argument for the support or dismissal of a claim that links nutrition and behavior.

ACEND 2017 Standards met for Didactic Program in Dietetics

KRDN 1.2 Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice. Upon completion of the program, graduates are able to: (a) Use current information technologies to locate and apply evidence-based guidelines and protocols; and (b) Apply critical thinking skills.

KRDN 2.1 Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice. Upon completion of the program, graduates are able to: Demonstrate effective and professional oral and written communication and documentation.

Your participation in this class will be expected and count toward your grade. To encourage your active engagement, there are a number of assignments that involve your thinking about the course material outside the classroom. Approximately half of each weekly meeting will consist of my lecturing on the topic of the week, although your questions and comments are certainly encouraged. Following a brief break, the second half of each class may be reserved for exercises, occasional demonstrations, and discussion of the class assignments.

Over the last six weeks of the semester class time will be devoted to your own presentations in a “mock” debate. Your participation is therefore very critical to the success of the course, and includes your regular attendance, prompt arrival, and

contribution to our weekly meetings, but especially your sharing responsibility for taking one side of the nutrition–behavior issue that will be debated during a specific week near the end of the semester.

Course Readings

Worobey, J., Tepper, B.J., & Kanarek, R.B. (2015). *Nutrition and behavior: A multidisciplinary approach* (2nd ed.). Oxfordshire, UK: CABI Publishing. Available at the Barnes and Noble Bookstore, at the intersection of College Avenue and Somerset Street, College Avenue Campus and via Amazon (ISBN-13:978 1 78064 444 5 [paperback], ISBN-13:978 1 78064 444 8 [hardcover]).

Additional readings as provided in class.

Course requirements

1. Diet and lifestyle exercise	15 points
2. Motivations to eat exercise	15 points
3. Food and mood exercise	15 points
4. Mid-term examination	50 points
6. Debate assignment	40 points
7. Refereed empirical article	5 points
8. Final examination	50 points
9. Attendance	<u>10 points</u>
	200 points

Details regarding the preceding will be described this morning and in later classes. Class participation will be considered at semester’s end for students whose performance may border on a higher grade.

Grading scale

90– 100	A	70 – 76	C
87 – 89	B+	60 – 69	D
80 – 86	B	≤ 59	F
77 – 79	C+		

Note to Students re: Academic Integrity

Each and every year, numerous Rutgers students are suspended, expelled or receive failing grades due to violations of academic integrity. Many of the students who are caught cheating were unaware of the consequences or even unaware that their actions constituted cheating at all. For your own protection please read the university’s Academic Integrity Policy. <http://academicintegrity.rutgers.edu/integrity.shtml>

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/
CAPS is a University mental health support service that includes counseling, alcohol and

other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Disability Services (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/> Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Date	Tentative Topics/Reading Assignments/Exercises
Jan 21	Introduction, overview, concepts, and models in nutrition and behavior <i>Reading assignment</i> – Chapters 1 and 2
Jan 28	Research methods and analytic strategies <i>Reading assignment</i> – Chapter 3 <i>[Exercise 1- Diet and lifestyle distributed]</i>
Feb 4	Effects of nutrition on behavior: Lipids and cholesterol <i>Reading assignment</i> – Chapter 4 <i>[Exercise 1 due - Diet and lifestyle discussion]</i>
Feb 11	Effects of nutrition on behavior: Neurotransmitters <i>Reading assignment</i> – Chapter 5 <i>[Exercise 2- Motivations to eat distributed]</i>
Feb 18	Bio-behavioral and psychosocial influence on nutrition <i>Reading assignment</i> – Chapter 10 <i>[Exercise 2 due – Motivations to eat discussion]</i>
Feb 25	Stimulants and depressants: Caffeine and alcohol <i>Reading assignment</i> – Chapters 12 and 13 <i>[Exercise 3- Breakfast and mood distributed]</i>

Date	Tentative Topics/Reading Assignments/Exercises
Mar 3	Effects of undernutrition <i>Reading assignment</i> – Chapter 6 <i>[Exercise 3 due</i> – Breakfast and mood <i>discussion]</i> <i>[review for exam]</i>
Mar 10	<i>Mid-term examination</i> <i>[Debate instructions and team assignments]</i>
Mar 17	<i>No class – Spring Break</i>
Mar 24	Vitamins and behavior <i>Reading assignment</i> – Chapter 7 <i>Debate 1: Do B12 supplements reduce cognitive deficits in the elderly?</i>
Mar 31	Minerals and behavior <i>Reading assignment</i> – Chapter 8 <i>Debate 2: Do zinc supplements promote infant mental development?</i> <i>Debate 3: Do children’s MVM supplements boost school achievement?</i>
Apr 7	Dietary supplements and mental functioning <i>Reading assignment</i> – Chapter 9 <i>Debate 4: Does ginkgo biloba improve memory?</i> <i>Debate 5: Are fish oil supplements effective in fighting depression?</i>
Apr 14	Sugar, food additives, and behavior <i>Reading assignment</i> – Chapter 11 <i>Debate 6: Do food dyes cause hyperactivity?</i> <i>Debate 7: Are artificial sweeteners effective in weight loss?</i>
Apr 21	Factors promoting eating disorders <i>Reading assignment</i> – Chapter 14 <i>Debate 8: Do media influences promote eating disorders?</i> <i>Debate 9: Does maternal dieting cause eating disorders in daughters?</i>
Apr 28	Behavioral aspects of overweight and obesity <i>Reading assignment</i> – Chapter 15 <i>Debate 10: Do restrictive feeding practices promote child overeating?</i> <i>Debate 11: Does food insufficiency contribute to weight gain?</i>
May 5	<i>No class – Reading day</i>
May 7 (Th)	<i>Final examination – 1–3 PM</i>